DOCUMENT RESUME

ED 041 627 PS 003 276

TITLE	Statement of the Instructional Goals for Children's Television Workshop.
INSTITUTION	Children's Television Workshop, New York, N.Y.
PUB DATE	31 Dec 68
NOTE	11p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.65
DESCRIPTORS	Cognitive Processes, *Educational Objectives, *Instructional Television, Perceptual Development, Physical Environment, *Preschool Education, Problem Solving, *Program Evaluation, Social Environment, Symbolic Learning
IDENTIFIERS	*Sesame Street

ABSTRACT

Children's Television Workshop (CTW) is an experiment in the instruction of preschool children through the medium of broadcast television. This document, which incorporates, extends, and supersedes an earlier report of a meeting to establish priorities among goals for CTW, serves six related purposes: (1) it attempts to reflect the suggestions of the many consultants to the project; (2) it provides a framework for organizing the project's goals; (3) it proposes priority objectives toward which the CTW experiment should be especially directed; (4) it provides specific operational examples of goals; (5) it serves as a common reference for the production and summative evaluation phases of the project; and (6) it communicates with the project's sponsors, advisors, and consultants, as well as the general public. The goals of the project fall into the overlapping categories of Symbolic Representation (letters, numbers, geometric forms), Reasoning and Problem Solving, and Familiarity with the Physical and Social Environment. Specific goals are extensively outlined within these categories and those which are considered the primary instructional objectives of CTW are marked with an asterisk. Evaluation of the project will be handled by Educational Testing Service. (MH)

ED041627

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

MEMORANDUM

From: Research Department of Children's Television Workshop

To: -Production Department of Children's Television Workshop
-Sam Ball, Educational Testing Service, Princeton, New Jersey
-Advisors to Children's Television Workshop

Subject: Statement of the Instructional Goals for Children's Television Workshop

Date: December 31, 1968

BACKGROUND

As the initial step toward the establishment of its goals, Children's Television Workshop (CTW) organized a series of five three-day seminars during the summer of 1968, dealing with the following topics: (1) Social, Moral and Affective Development; (2) Language and Reading; (3) Mathematical and Numerical Skills; (4) Reasoning and Problem Solving; and (5) Perception. Representatives from a variety of fields attended these seminars, including psychologists, teachers, sociologists, filmmakers, writers of children's books, and creative advertising people, along with the key staff of CTW. Comprehensive reports on the proceedings, along with various other materials, served as the basis for a special meeting on setting priorities among goals, held September 23 and 24, 1968. Results were summarized in an earlier report entitled "Appendix I. Goals Meeting, Children's Television Workshop." The present statement of goals incorporates, extends, and supersedes that earlier report.

PS003276

PURPOSES

This report is intended to serve various related purposes. First, it attempts tc reflect with reasonable accuracy the suggestions of the many consultants to the project. Secondly, it attempts to provide a framework within which to organize the project's goals. Briefly, these now fall into the three large categories of (1) Symbolic Representation, (2) Problem Solving and Reasoning

and (3) Familiarity with the Physical and Social Environments. Thirdly, it proposes a limited set of priority objectives, toward which the CTW experiment, and therefore its production resources, should be especially directed. Fourthly, in addition to general statements of goals and goal categories, it provides a number of specific operational examples, which will hopefully provide further clarification for the members of the production staff. Fifthly, it will serve as a common reference for the production and the summative evaluation phases of the project, reflecting the necessity for maintaining a coordinated relationship between the two. Finally, the report should be useful in communicating with our sponsors, our advisors and consultants, and the general public.

INTERPRETIVE GUIDELINES

The following observations may clarify the attached statement of goals:

I. Experimental Nature of the Project

Children's Television Workshop is an experiment in the instruction of preschool children through the medium of broadcast television. Accordingly, we have not attempted to restrict our goals to those which may be achieved with certainty. In general, the objective is to learn whether (or to what extent) the priority goals defined here may be within the capability of broadcast television to achieve.

II. Overlapping of Goal Categories

Presenting a listing of goals may imply that each goal is considered (1) singly, in isolation from the others, and (2) as belonging to one goal category alone. We do not intend that the list be regarded in these ways. Rather, the goal categories clearly are overlapping, and there are many cases in which a specific goal has been placed under one heading when it could have been placed under another. For instance, certain goals under "Numbers," "Letters," or

"Classification" could well have been placed under "Perceptual Discrimination."

III. Goal Priorities

The goals fall into two major sets in terms of priorities. The first set consists of those objectives presently seen as the primary instructional goals of CTW. Each of these is marked by an asterisk. Those goals not preceded by an asterisk may be dealt with somewhere in the program, but it is not anticipated that they necessarily will be the subjects of concentrated production efforts. The follow-up, or summative evaluation, will focus predominantly upon the higher-priority goals, and will include the measurement of the remaining goals only to the extent that the programs as produced appear to be capable of achieving them.

IV. Measurement Plans

Two main forms of follow-up evaluation will measure the extent to which the instructional objectives of CTW have been met:

(1) Exposing the children to limited program segments prior to and perhaps during the broadcast period under highly controlled or "optimal" viewing conditions, and measuring the immediate, short-term, program-specific achievements which may result.

(2) A nation-wide evaluation of the program's effectiveness to be carried out by Educational Testing Service of Princeton, New Jersey, following a design yet to be determined, but one which will probably emphasoze "typical" conditions of broadcast viewing, the evaluation of long-term gains, and the use of standardized instruments.

The Instructional Goals of Children's Television Workshop

I. SYMBOLIC REPRESENTATION

The child can recognize such basic symbols as letters, numbers, and geometric forms, and can perform rudimentary operations with these symbols.

A. Letters

(Note: For most of the following goals, the training will focus only upon a limited number of letters. The entire alphabet will be involved only in connection with recitation.)

*1. Given a set of symbols, either all letters or all numbers, the child knows whether those symbols are used in reading or in counting.

*2. Given a printed letter the child can select the identical letter from a set of printed letters.

*3. Given a printed letter the child can select its other case version from a set of printed letters.

*4. Given a verbal label for certain letters the child can select the appropriate letter from a set of printed letters.

*5. Given a printed letter the child can provide the verbal label.

6. Given a series of words presented orally, all beginning with the same letter, the child can make up another word or pick another word starting with the same letter.

7. Given a spoken letter the child can select a set of pictures or objects beginning with that letter.

8. The child can recite the alphabet.

B. Numbers

*1. Given a printed numeral the child can select the identical printed numeral from a set.

*2. Given a spoken numeral between 1 and 10 the child can select the appropriate numeral from a set of printed numerals.

*3. Given a printed numeral between 1 and 10 the child can provide the verbal label.

*4. Given two unequal sets of objects each containing up to five members the child can select a set that contains the number requested by the examiner.
Ex. Where are there two pennies?

*5. Given a set of objects the child can define a subset containing up to 10.
Ex. Here are some pennies. Give me two.

*6. Given an ordered set of up to four objects, the child can select

one by its ordinal position.
Ex. Where is the third book?

*7. The child can count to 10.

8. The child can count to 20.

9. The child understands that the number system extends beyond those he has learned, and that larger numbers are used to count larger numbers of objects.

C. Geometric Forms

1. Given a drawing or a cut-out of a circle, square or triangle, the child can select a matching drawing, cut-out, or object from a set.

2. Given the verbal label, "circle", "square", or "triangle", the child can select the appropriate drawing, cut-out or object from a set.

II. Cognitive Processes

The child can deal with objects and events in terms of certain concepts of order, classification and relationship; he can apply certain basic reasoning skills; and he possesses certain attitudes conducive to effective inquiry and problem solving.

A. Perceptual Discrimination

*1. Body Percepts
The child can identify and label such body parts as elbow, knee, lips and tongue.

2. Visual Discrimination

a. The child can match a given object or picture to one of a varied set of objects or pictures which is similar in form, size or position.

b. Given a form the child can find its counterpart embedded in a picture or drawing.
Ex. Given a circle the child can find the same shape in the wheels of a car. (This could be done with letters and numbers as well).

c. The child can structure parts into a meaningful whole.
Ex. 1. Using modelling clay and beans the child can fashion a head.

PS 003276

Ex. 2. Given two triangles and a model the child can construct a square.
Ex. 3. Looking at a picture of children with presents and a cake with candles the child can describe the picture as a birthday party.

*3. Auditory Discrimination

a. Initial Sounds
The child can match words on the basis of common initial sounds. (see I.A., numbers 6 and 7, above)

b. Rhymes
The child can match words on the basis of rhyming.
Ex. Given two or more words that rhyme, the child can pick or supply a third.

c. Sound Identification
The child can associate given sounds with familiar objects or animals.
Ex. Car horn, wood saw, moo of a cow

d. Copying rhythms
The child can copy a rhythmic pattern.

B. Relational Concepts

*1. Size Relationships
Ex. Big, bigger, biggest; short, tall; skinny, little, etc.

*2. Positional Relationships
Ex. Under, over, on top of, below, above, beneath, etc.

*3. Distance Relationships
Ex. Near, far away, close to, next to, etc.

*4. Amount or number Relationships
Ex. All, none, some; same, more, less; etc.

5. Temporal Relationships
Ex. Yesterday, today, and tomorrow; early, late; fast, slow; first, last

6. Auditory Relationships
Ex. Loud, louder, loudest; soft, softer, softest; noisy, quiet; high, low, etc.

C. Classification

*1. Given at least two objects that define the basis of grouping, the child can select an additional object that "goes with them" on the basis of:

- Size: Height, length
- Form: Circular, square, triangular
- Function: to ride in, to eat, etc.

- Class: Animals, vehicles, etc.

2. Given 4 objects, 3 of which have an attribute in common, the child can sort out the inappropriate object on the basis of:

- Size: Height, length
- Form: Circular, square, triangular
- Function: To fide in, to eat, etc.
- Class: Vehicles, animals

3. The child can verbalize the basis for grouping and sorting.

D. Ordering

1. Given the largest and smallest of five objects which are graduated in size, the child can insert the three intermediate objects in their proper order.

2. Given pictures of the earliest and latest of five events in a logically ordered temporal sequence, the child can insert pictures of the intermediate events in their proper order.

E. Reasoning and Problem Solving

1. Inferences and Causality

*a. Given a situation the child can infer probable antecedent events.
Ex. Given an apple with a bite missing the child can indicate that someone was eating it.

*b. Given a situation the child can infer probable consequent events.
Ex. Given a man stepping off a ladder, and a bucket of paint beneath his foot, the child recognizes that the man is going to step into the paint.

c. Ordering on the basis of causality
Given two or more events which are causally related, the child can place them in their appropriate causal order.

2. Generating and Evaluating Explanations and Solutions
*a. The child can suggest multiple solutions to simple problems.

*b. Given a set of suggested solutions to a simple problem, the child can select the most relevant, complete, or efficient.

3. Attitudes toward Inquiry and Problem Solving.

a. Persistence
The child persists in his efforts to solve problems and understand events despite early failures.

b. Reactions to lack of knowledge

The child exhibits no undue frustration or embarassment when he must admit to a reasonable lack of knowledge or when he must ask questions.

c. Impulse control

The child understands that reflection and planning may pay off where premature problem attack will not.

III. The Physical Environment

The child's conception of the physical world should include general information about natural phenomena, both near and distant; about certain processes which occur in nature; about certain interdependencies which relate various natural phenomena; and about the ways in which man explores and exploits the natural world.

A. The Child and the Physical World Around Him

1. The Natural Environment

a. Land, Sky, and Water

The child should realize that the earth is made of land and water, and that the earth's surface differs in various places.

Ex. The child can identify puddles, rivers, lakes and oceans when shown pictures of them, can tell that all of them are water, and can tell how they are similar and different in terms of size and depth.

The child can identify mountains and rocks although they differ in size and shape.

The child can identify and give salient facts about objects seen in the sky.

Ex. The sun provides heat and light during the day; the moon and stars provide light at night; airplanes carry people; rockets explore space.

b. City and Country

The child can distinguish the environment and natural life of the city from those of the country.

c. Plants and Animals

The child can classify a group of objects as plants although they differ in size, shape and appearance.

The child can tell that plants are living things, and that they require sun and water to grow and live.

The child can name some plants that are grown and eaten by man.

The child can classify a group of objects as animals although

they vary in size, shape, and appearance.

The child can tell that animals are living things, and that they need food and water to grow and live.

The child can associate certain animals with their homes.
Ex. The child can associate birds with nests; fish with water; bears with forests.

d. Natural Processes and Cycles

(1) Reproduction, Growth and Development

Given pictures of various kinds of young, the child can tell what they will be when they grow up.
Ex. Calves and colts become cows or horses; tadpoles, frogs; caterpillars, butterflies; boys, men; girls, women

The child can identify such seeds as corn, acorn, bean, and knows that after one of these has been planted a new plant will grow.

The child can identify birth, growth, aging, and death as stages in the life process of individual plants and animals.

(2) Weather and Seasons

The child can describe the weather and activities which are associated with summer and winter.
Ex. In summer the weather is hot and sunny, the trees all have their leaves, people wear light-weight clothing and may go swimming; in winter the weather is cold and snowy, many trees have lost their leaves; people wear heavy-weight clothing, and may go sledding or ice-skating.

2. The Man-Made Environment

a. Machines

The child can identify automobiles, trucks, buses, airplanes, and boats, and can tell where and how each is used.

The child can identify such common tools as a hammer and and saw, and can tell how each is used.

The child can identify basic appliances such as refrigerator, record player, and stove, and can tell how each is used.

b. Buildings and other Structures

The child can identify some of the different types of buildings which serve as family homes, schools and stores.

The child can identify some of the materials used in building, such as bricks, wood, and concrete.

The child can identify as man-made such structures as bridges, dams, streets, and roads.

IV. The Social Environment

The child can identify himself and other familiar individuals in terms of role-defining characteristics. He is familiar with forms and functions of

nstitutions which he may encounter. He comes to see situations from more than one point of view, begins to see the necessity for certain social rules, particularly those insuring justice and fair play.

A. Social Units

1. Self

a. The child knows his own name
b. The chil
b. The child can specify whether he or she will grow up to be a mother or father.

2. Roles

Given the name of certain roles from the family, neighborhood, city or town, the child can enumerate appropriate responsibilities.
Ex. The child can name one or more principal functions of the father and mother, mayor, policeman, baker, mailman, farmer, fireman, soldier, doctor, dentist, baker, schoolboy or schoolgirl.

3. Social Groups and Institutions of Concern to Children

a. The family and the home
The child views such activities as reading, playing of games, and excursions as normal family activities.
The child recognizes that various types of structures all serve as homes.

b. The neighborhood
The child distinguishes between neighborhood areas that are safe and unsafe for play.

c. The city or town
The child recognizes various structures, spaces, and points of interest which make up the city or town.
Ex. The child is familiar with the concepts of a zoo, park or playground, airport and parade, and with stores where various types of common items may be purchased.

B. Social Interactions

1. Differences in Perspectives
The child recognizes that a single event may be seen and interpreted differently by different individuals.
Ex. Given a picture showing one boy in a bathing suit and another boy in a snow suit, the child can express the feelings of both boys in the event of snow.

*2. Cooperation
The child recognizes that in certain situations it is beneficial

for two or more individuals to work together toward a common goal. Ex. Two girls want to bring chairs to the table, but can only life and carry them by working together.

3. Rules which Insure Justice and Fair Play

a. Behaving by Rules
The child is able to behave according to the constraints of simple rules presented either verbally or by models.

b. Recognizing Fairness or Unfairness
The child can distinguish simple situations representing fairness from those representing unfairness.
Ex. The child can say whether a particular form of praise or punishment is or is not appropriate in a particular situation.

c. Evaluating Rules
Given a rule, the child can tell whether it is good or bad, and why.

d. Generating Rules
Given a situation involving interpersonal conflict, the child can furnish an appropriate rule for resolving it.
Ex. Told that two boys both wish to play with the same toy, the child must formulate a rule that is equitable (neither may have it; they can take turns; etc.).